

Submitted by	Date	Your Name	Work Location (Check all that apply)	Summary of Academic Year	List three things you would like to see added to our current program. Explain their value.	List three things we are currently doing that we should continue. Explain their value.	List three things we are currently doing that we should discontinue. Explain why.
flanago	Fri, 05/21/2010 - 09:56	Jody Flanagan	WHS	This year academically has been great for a lot of my older students. We have tried to get them out into the general education setting as much as possible. Most have been very successful. The incoming freshman struggled because the 8th grade resource room teachers didn't realize what was expected of students. We have fixed that problem, by having them give the 8th graders who think they want to be in Alg. Geo I, a pretest before they go.	Nothing that I can think of right at the moment-	OT time- I like the fact that it is helping kids finish their work and gives them more time- I also like the math tutoring sessions during that time-	Advisory- if we are going to continue the lessons need to be more relevant to the students-
cowleyj	Fri, 05/21/2010 - 11:10	Jason Cowley	WHS	Overall, this year has been a positive, productive year. The English department has continued to improve our common curriculum and assessments.	I will preface these comments by saying that I realize that these suggestions will cost money and will probably not be feasible in the next several years. What I would *really* like to see added to our current program is stable state funding, but that is beyond your control. I would like to see greater emphasis and access to technology. Working with the tech department, the WHS English department received a mobile computer lab which has seen heavy use this year. Most of the netbooks (small laptops) have come through the school year in good condition. This is a cost effective method of giving students the access they need to computers. A computer for every student would be a great long term goal. Another thing I would like to see added is a program to better utilize students with discipline issues. Instead of making students sit in a room or stay home when they misbehave, put them work around the school! Have them weed gardens, sweep hallways, or scrub desks. The "you skipped school so you're suspended" system we currently have in place seems ineffective at best.	Opportunity time is a valuable program at the high school level. Students have to focus on their grades for Friday rewards, and are given time during the school day to seek help from teachers and peers. Also, department collaboration at the high school is beneficial, as we continue to work towards implementing common standards and assessments.	Navigation 101 has not been an effective use of school time. I have a great respect for the people who organized it, and have attended several meetings myself. I feel it drew our attention away from other, more important issues, and did not motivate the students who really needed to be motivated. The \$40,000 we received as grant money has not been used on useful things for the school, such as another mobile computer lab. It is my understanding that whomever gave us this grant has tied our hands in terms of how we can spend the money. Also, I feel that the longstanding system of social promotion used at some grade levels does real and lasting harm to students. We have way too many freshmen who come to high school having failed 3 or 4 classes a year. They have been taught (by all of us as a school district) that it doesn't matter whether they pass a class or not. Thus, some freshmen fail all or most of their classes and cannot graduate on time.
ollynnp	Fri, 05/21/2010 - 11:31	Patty O'Flynn	WHS	This year was busy. It felt like I had more to do than in past years and I found it time-consuming and difficult to	1. Actual textbooks or written curriculum for the AG1 and AG2 math courses at the high school! Parents aren't able to help their students very well without a textbook. 2. Actual time built into the school year for secondary teachers to compare data on student performance toward state standards and make learning plans to address any deficits. 3.	1. Department collaboration at WHS. We actually need MORE of this in order to align our courses with the new math standards and to be prepared for the new end-of-course exams at the high school level. We actually need MORE collaboration time, but it needs to be well-managed. 2. Technology: we actually need to get more teachers on board! 3. OT, but something needs to be different with it. Kids that aren't doing well in school become a pain in the rear rather than using the time effectively, and I shouldn't be using that time to babysit. Some have suggested moving it to the beginning of the day and I think that might help. I also think that ALL students ineligible for Reward Fridays need some sort of intervention such as making the student complete a written plan of action; make it a little painful for them :). I also think that STUDENTS rather than OT teachers should be checking their OWN GRADES! Research shows that students who monitor their own progress do better, go figure!	1. Advisory program: I didn't find it to be a valuable use of school time and do not think it increased student learning or achievement in ANY way at all. 2. Having high school teachers check grades for OT. Make the kids do it because research shows that students who monitor their own progress do better, go figure! 3.
kellym	Fri, 05/21/2010 - 12:07	Maxine Gonzalez-Kelly	WHS	Had a very busy productive peaceful fast year. I felt all my students did a great job working very hard in learning español. As it comes to an end in a few weeks I wish everyone on our school board a relaxing and safe summer. Thanks for your 100% support for us all. Maestra. Gonzalez-Kelly	New Spanish text books. I feel our current Acción books are so out dated. With new text books and up dated materials I feel the students would be more interested in learning Spanish.	O.T. Time: Students in my room do use their time wisely to catch up on homework. Other students use this time for studying for a test.	Navation 101: Advisory many of us teachers did not enjoy teaching the lessons. Many study shared they also did not enjoy advisory.

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bullockm	Fri, 05/21/2010 - 15:15	Miranda Bullock	WHS	Overall this was a good year, with some frustrations due to budget cuts and the changes that coincided with those cuts. First of all, I really enjoy and respect the people that I work with. They work hard to ensure that students are successful. It serves as a motivation to myself to work with such fine caliber of people. However, some things made this year a trial for me. The first being the introduction of contracts for students to fill out when discipline is being carried out. While I understand that these are a good idea, students are informed clearly of their misbehavior and are aware of the consequences now and in the future. However, this just isn't appropriate to do in the middle of class time. For me it is difficult to pause in the midst of a lesson, get the class focused on something else, while I take time to meet with a student who requires discipline. Also, due the fact that there is no ISS to send students to, we are sending them to 'team teachers'. While the distraction is removed from my class, the student is free to find attention in a new environment. In addition to these frustrations, there has been a general decline in moral. There could be many reasons for this, in my personal case I've have felt an increase in responsibility that goes behind the scope of my abilities. I work hard to teach my students, to prepare material that is essential for them to know, in a way that will be interesting and engaging. With this in mind, I cannot MAKE student do their work, come to class, or pick up a pencil. Students should have the responsibility to engage in the learning process, yet this has been forgotten and the responsibility placed on the teacher. I feel that we need to demand, expect and require more of our students and be supported in this endeavor.	1. I would like to see some sort of ISS, while this isn't an academic program. I think that having an area to send student who are a problem in your class first serves as a real consequence, and second other students are more enable to learn. 2. More opportunities for teachers to seek education and professional development outside of Woodland. ESD offers many such courses that invite people from all over to speak about various topics. Or, perhaps we can invite such people to speak to our district... I would love to hear Mary Ledbetter! 3. I've felt morale slip a little bit this year, so it would be nice to focus on making sure teachers and staff feel good about their jobs, appreciated and valuable. Perhaps a monthly Pot Luck, or BBQ of some sort just to say thank you and give staff an opportunity to be with other adults. This would be nice, as the High School no longer has a staff room, and this would force teachers out of their classrooms for a much needed break. 3.	1. I have really come to appreciate the late start Mondays, especially working with my department. We always accomplish a lot and are able to make plans and preparation for the future, as well as reflect on our teaching practices. 2. Student led conferences are also something that I think are beneficial to the students and parents. This is one of the rare opportunities given to students where they are made responsible for their own learning. 3. Friday Rewards/Grade Checks - I think that these serve as motivation for students to do well in their classes, and also students receive 'pressure' from multiple directions in order to keep their grades up. Students know that their grades are not going unnoticed, and they will not be allowed to slide.	1. Current discipline policy - it is not working, kids don't feel that it is really 'discipline' 2. Opportunity time, or revamp it - students are in their 3rd period classes for way too long, they get squirmy and unmotivated by this time and just want a break versus a time to study. 3. Navigation - while this is a good idea, we need to work on lessons that are more meaningful to students. Also, we need to work on making student led conferences more reflective for the student.
warndahn	Mon, 05/24/2010 - 14:05	Nelean Warndahl	WHS	Even though things were tight budget wise, this has been a wonderful year for me as a teacher. The students were happy and cooperative and ready to learn. I saw a lot of morale issues among the teachers having to do with a lack of discipline at the high school. The students, even the good ones do not care if they get referrals as they have seen and experienced no consequences. The students know that nothing will happen even if they are called to the office. The teachers feel that there is no support or back up of the rules. There has to be consistent rules that the students are afraid of in order to keep students in class and behaving appropriately. Student attitudes were rebellious after the semester as they new there were no consequences. The teachers are also feeling like they were asked to do too many things outside of their teaching of subject area and were feeling under appreciated for the work and the things that they do well. We love our students and want to do a good job teaching but it is really hard when we are spread so thin on Advisory and OT and common assessments etc.	1. A working discipline policy that is backed up and maintained by administration. Students will know what is expected and what the consequences will be. 2. Teachers and staff being able to nominate students (ie 10) for Homecoming and Prom court and then the students vote from that pool. This way we get students who represent the entire student body with good grades and are good citizens and these things just turn into a popularity contest. 3. A district wide no electronics policy. Eliminate the fight of stopping phones and ipods in the classroom.	1. Small town, small school atmosphere where the students know their teachers and all of the other students. Where teachers know and feel comfortable discussing issues without fear. 2. Collaboration within departments. All students get the same information no matter which teacher they get. 3. Helping all students to feel they belong and are cared about whether they are A or F students! Most teachers truly do care about all students, not just the students that get good grades! Giving students a passing grade just because we want them to pass should NEVER be the policy!	1. Teacher contracts for discipline and attendance. Teachers cannot stop the entire class to discuss and fill these contracts out. Because the administration was not involved in the situation from the beginning, by the time it ends up with them they have no ownership so the students are sent on their way with a pat and a chuckle. There is no back up from the administration so the kids see no reason to behave appropriately. 2. Sending students to other teacher's classrooms. The students don't view this as a punishment or deterrent, they enjoy their time out of the class. Other teachers then have to deal with the disruptive students and the student thinks this is fun. 3. OT/Advisory-I do NOT see that this is helping any students. The students that want to raise their grades do so and the others just sit and do nothing. The good students see it as a waste of their time! This is a waste of valuable teaching time.
farnellc	Tue, 05/25/2010 - 11:08	Charlie Farnell	WHS	I feel that I had a good year interacting with my students. Most of my students were successful in creating a quality wood project. I enjoyed have middle school students most of the time.	Electronic text books. Reduced cost over time. Thumb drives required. More video surveillance. Many more areas need coverage.	Opportunity time, Friday rewards, Lunch. All of these are very positive activities to students.	No cell phones! No games! No music! All of these electronic gadgets detract from the educational process. Students used to be able to function without these devices and I feel they still can. If they need to use a phone I have one in my classroom for local calls. Thanks.
blackwea	Tue, 05/25/2010 - 22:46	Aaron Blackwelder	WHS	This year I was able to create post my entire curriculum online. I also worked with the English department to hone in our learning targets for both English 9 & 10 per semester, we revised our benchmark assessments and our final exams, and we more pointedly focused on scaffolding our learning objectives to build upon each other as students progress from year to year.	I would like to see more Internet access. I would like to see a 1 to 1 ration of computers (even if it was piloted). I would like to see more teachers/departments make their curriculum available online so I could more effectively help students during Opportunity Time.	Opportunity Time, Common Assessments, Late Start Mondays.	Navigation 101 is really all I can think of.
roomm	Wed, 06/09/2010 - 14:41	Matt Roos	WHS	It was a bad year for me personally and emotionally, but I had a great group of kids this year that really helped me through it. They were the nicest, kindest, most fun group of kids I have ever had. I just wished that I could have given them 100% of me to them for the entire year. There was a time I could barely teach as the months went by I was getting better and better, but no where near normal Mr. Roos. Then when I was almost back to normal I had to turn over my classes to my student teacher for a month. I would have loved to give them the entire "Mr. Roos" experience because they would have deserved it.	An attendance policy! Too many students miss too much class and don't get the learning they need ISS room. Kids cause trouble in one teachers room so they send them to another teachers room so they can disrupt that class.	OT It give students the time to get homework done Graduation, It is a very well done event	Navigation! The kids hate it Other teachers hate it and I hate it! So far I have not seen anything of any use being conducted in it. It takes time from teaching important things SLC As a parent told me this year, "why do I have to come in hear and have my kid lie to me about his progress in school? He already does that at home"

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conditts	Fri, 06/11/2010 - 14:38	Shari Conditt	WHS	During the school year I have routinely worked with students to ensure not just proficiency but excellence in meeting both course objectives/learning targets and state standards. I have worked to grow my AP US History program. I have been pushing to offer College in the Classroom, through either Clark or LCC and it looks like it's going to happen effective next school year. My students have really grown in their writing ability and I believe that they are truly college ready in terms of their analytical writing and reading.	1. I would like to see us work to ensure that we are not repeating courses from WMS to WHS. It strikes me that we offering classes at WMS and then offering the same class at WHS (Spanish, for example). 2. We need to better align our skills in terms of scope and sequence. It's not that skills don't need reinforced but it might be better to do some streamlining. 3. We need to work hard to celebrate all successes. We do a great job of celebrating some sports but not all of them. We should celebrate students who have improved their GPA over the course of a semester or those who have been inducted into NHS. Students who take challenging courses or AP tests also deserve recognition.	1. I love how we handle graduation. It really is a celebration of our students. 2. I like OT. I just want to see us refine it (and we're working on it). 3.	1. ???
youmanj	Tue, 06/15/2010 - 09:48	Jim Youman	WHS	Highlights: Most seniors on track to graduate, did so. Our mock trial students beat Kelso. Using books that are so old that the pages are falling out...and those are the newer ones. Congressman's salary has increased by \$29,000 since the books were printed, mine hasn't.	We spend a great deal of time worrying about the bottom tier of students. It would be nice if we could do as much for the top students as well. I really don't know what, but there must be something. Maybe expand Friday rewards (longer lunch) to students with a certain GPA to more days per week. Of course, that could cause problems in other areas. We did have some positive results with the Renaissance program several years ago.	I liked the "calvary" idea and program. However, I would like to see it have some more "teeth". There were some students who, no matter how much effort the calvary member put in, just did not respond. We need to find another level for those students and show them some tangible benefits for making an effort. Perhaps we need to take another look at the electronics policy and see if it could be tightened up. This seems to be an area that I hear a number of complaints about from fellow staff members.	I am not convinced, at this time, that Navigation did what it was supposed to do or is worth the time we put into it. I do not know many teachers who view this program favorably and the students I had in my Navigation group certainly did not think very highly of the program. I agree that students need to have goals and a plan to how to get there, but I am not sure this is the way. Student led conferences seem to be the trendy thing. But I do not think we are getting much bang for the buck. There are large amounts of time and effort put into the preparation; time that could be put to better use in the classroom. March is pretty much a wash as far as academics are concerned because of the SLC and the early release days. I am not convinced that any one students behavior in the classroom or with regards to their academics has been changed because of Student Led Conferences. These reports could be done away with. I am not convinced that anyone pays much attention to them. For instance, the same WIAA violations that I mentioned last year continued this year. by the same coaches.
flissd	Tue, 06/15/2010 - 12:29	Devon Fliss	WHS	This year the high school special education department used a more inclusive model when scheduling students into English and math classes. We also utilized 25 student laptops with speech-to-text and text-to-speech software. The use of assistive technology has made the general education curriculum accessible to more students on IEPs.	#NAME?	#NAME?	- I really can't think of anything at the moment.
lindsaym	Tue, 06/15/2010 - 13:56	Mike Lindsay	WHS	The year seems like it flew by. I had a student teacher which was a great learning experience. I was somewhat disappointed with my students progress.	Math texts. More rigorous expectations in math. A math action team. I feel that our math program is unacceptable and I want to change that.	Working together(Mondays) APEX Evergreen collaboration	? We need to be more active/proactive in improving our math program.
saaric	Tue, 06/15/2010 - 14:05	Carol Saari	WHS	The academic year at the high school focused on challenging our students and aiding those who were falling behind in classes. The Opportunity Time section of the day opened an opportunity for working closely with individual students. In our department groups we worked on developing power standards and common assessments.	1. Funding for field trips. The value from these events occurs when the experiences are closely linked to learning and curriculum. 2. Add more assemblies for cultural, art, music, etc. These assemblies can be deeply enriching and inspirational. 3. Add stronger anti-bullying rules district-wide, and we need a better procedure for managing students with disruptive behaviors. (For example: An ISS room.) I would like to see a district wide cell phone and electronics policy - meaning cell phones are not allowed out at all on campus. Parents need to be informed that students can be reached through the high school office and do not need to have their cell phones on them at all times!! We need to return to the old cell phone policy where the teacher writes a referral and then they can decide to take the cell phone away or not. It is too much to ask teachers to stop teaching and have students sign a cell phone policy just so they are able to go through a "step program." If a student is on the program in one class, then they should be on the program school wide! It gives a student too many opportunities to mess up and be a disturbance in class. I would also like to see the administration take a step up on the discipline policy and actually discipline students rather than just slapping their hands. Students are not afraid of the administration, nor do they respect them so something needs to change.	1. Late arrival on Mondays. Value: Department collaboration time 2. Opportunity Time. Value: Aids students who are failing classes 3. Expand the College In the High School program.	1. The Navigation Program. It's unfortunate, but both staff and students were very unhappy with this program this year. I was on the committee that worked to put this in place, but the benefits just didn't emerge the way they were originally planned.
deesece	Tue, 06/15/2010 - 15:16	Elizabeth Deese	WHS	I enjoyed working with the Freshmen this year- they were a nice hard working group of students. I also enjoyed teaching my first elective class, Astronomy. It is a very different feeling in an elective class- the students are there because they want to be and the learning that occurs is authentic. This year has seemed longer than my other 3 years at Woodland due to Opportunity Time, Navigation, and the endless amount of paperwork required to keep up with the new discipline policies. On a scale of 1-10 (1 being horrid and 10 being a wonderful experience), I would give this year a 6 just for the fact that staff moral was low and the students were walking throw the halls with this sense of entitlement that I have not experienced before.	I would like to see a district wide cell phone and electronics policy - meaning cell phones are not allowed out at all on campus. Parents need to be informed that students can be reached through the high school office and do not need to have their cell phones on them at all times!! We need to return to the old cell phone policy where the teacher writes a referral and then they can decide to take the cell phone away or not. It is too much to ask teachers to stop teaching and have students sign a cell phone policy just so they are able to go through a "step program." If a student is on the program in one class, then they should be on the program school wide! It gives a student too many opportunities to mess up and be a disturbance in class. I would also like to see the administration take a step up on the discipline policy and actually discipline students rather than just slapping their hands. Students are not afraid of the administration, nor do they respect them so something needs to change.	Monday Department Meetings- I enjoy working with my department and collaborating on assessments/learning goals. However, the department meetings are more useful at the beginning of the year than at the end of the year since we can actually discuss learning targets and plan out the rest of the year so I would like to see more department meetings clumped at the beginning of the year rather than at the end. Student Led Conferences- I enjoy facilitating a discussion between the student and their parents about grades and learning. Even students who are earning all A's has something to bring to the table. Students are reflecting on their own learning and becoming more self aware. Letters to Parents- Many students have told me that their parents have kept the letter on the fridge from me or that they have put the letter in their memory box. This is another way to reach out to families and show that we care about their child.	Opportunity Time- the students do not take it seriously and usually do not have any homework to complete!! For the past two years I have seen my 3rd period students waste time during 3rd period because they know they have time to work on an assignment during OT. This makes me have to plan longer lessons to fill the time. I think we need to give this time back to regular classes and offer an actual study hall class for those who elect to take it. We need to end the contract discipline policies that are in place. This places unnecessary paper work into the laps of the teachers who are already overworked and cannot stop class just to have a student sign a contract and potentially make a scene while doing it. The students know that they can act up in multiple classes many times before anything will actually happen. We need to stop enabling students by letting them turn in late work. Students have learned that they can do nothing in class and then scramble in the end because the cavalry will help them catch up at the last moment and the students usually end up producing less work! What does this show the kids except that procrastination is the key to life? Students at WHS have learned that they need to do very little to get by and we need to hold them to a higher standard than that.

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findlayr	Wed, 06/16/2010 - 13:00	Richard Findlay	WHS	The junior class has a reputation for being a difficult bunch. had a lot of warnings from other teachers about their behaviors and attitudes. They turned out to be a surprise. In fact, I wish every year in chemistry went as well as this year.	I would like to see us reinstate the alternative science program at the high school as it was developed by Jake Hall and Cindy Peabody. This program was extremely successful at keeping marginalized students in school. In fact, I would be in favor of a blocked approach with these students that addressed their math, reading, science, and writing needs in perhaps the first half of their day. I would staff the program with a special education teacher and other teachers drawn from those teaching the AP and honors classes. It would be interesting to see the results we obtained, if we actually put all our resources and are best people into this effort.	We should continue to closely monitor the progress of the high school students. This is done now in Opportunity Time. However, I would change the reward component of the program. I would like to see it be more inclusive and less divisive. Perhaps all students could have the rewards Friday if 80% of the student body had a 2.00 GPA or above.	Discontinue the late start Mondays. They are a waste of valuable time and a waste of the tax payer's money. Discontinue Navigation 101. This is poorly conceived and poorly executed program. It lacks substance and the students know it. Once again, it is a waste of valuable time and a waste of the tax payer's money.
swettj	Wed, 06/16/2010 - 14:45	Joan Swett	WHS	This year went by very fast. I thought overall it was a great year. We introduced Navigation 101 and will be continuing next year. We fine tuned Opportunity Time and it seems to be valued time by our students.	AVID--A college prep program for the "middle of the road" students would be extremely valuable at Woodland High School.	Navigation 101--career awareness and college readiness. Shows students how their education fits in the "real world." Student of the Month--Students feel good about working hard. Opportunity Time	N/A
jamisonm	Fri, 06/18/2010 - 11:06	Max Jamison	WHS	Considering all I went through this year medically, The year went great. All the staff and students were/are incredibly helpful. I turned out to be a very good year.	faculty events with students: So students can see their Teachers as really a part of their entire academic life. Builds good Student/Teacher relationship.	Have to say since I have only been back since Frb. 1) Keep the students in the NAV classes with their NAV Teacher/Facilitator and not move them around. Students need to know they have a faculty member they can turn to. Great Program. 2) SLC's I believe need to be done beginning in the 1st semester. Waiting until 2nd semester we lose some students through the cracks. Need one 1st Semester, and one 2nd Semester	None that I know of. ps. I mat have sent this in already. Hard to remember. Hope I hit the same points.
vetterk	Mon, 06/21/2010 - 12:45	Ken Vetter	WHS	I had a very good year, this year. All classes went very well and I had the pleasure to teach a future careers class to 7th-8th grade students. They were very enthused to be able to do some hands on activities where they could see how the things they have learned in other classes, actually are put to use. Mechanics students had the opportunity to work on an antique vehicle and see how mechanics/vehicles have changed over the last 80 yrs. Metalshop students had some very good projects and the beginning metal students have a good, base knowledge of metal Careers and skills. FFA was the largest active club in the school and did many activities, including several community service activities. We had a great display at the Cowlitz Co. Fair, Participated in State Hort and Floral contests, attended district and state leadership activities, attended State FFA convention, and did a fun lifeskill activity each month. Students in several classes also had the opportunity to give oral presentations to other students.	Seeing as how college graduates are having a very difficult time finding jobs in their areas, maybe we should be more in tune with the real world and not try and make all of our students college bound. As our district objectives state, • Adjustment and/or enhancement of career and technical education offerings in our secondary schools. Go back to the board's directive of having students in classrooms, rather than TA's and early out/late start, or extra PE's.	OT time seems to work for many students, it does give the staff a chance to try and have students keep up their work. Having various staff members teach same class. Gives a student a chance to take class from a different staff member, if they do not get along with a teacher. Having staff use the same exit/unit exams. It should not depend what teacher a student had, they should all have learned the same material.	Quit letting the students run the high school. IE, quit letting students primary mentor and make them take a class that will benefit them, not just a place to skip class. (The majority of students are NOT mentors, just helpers) Classes are determined by a popularity contest, not what is best for the students. Quit letting PE teachers have 3 or 4 or 5 ta's per period, when they don't need any (there is no TA work to be done) and there is no supervision for them. They even have 3 or 4 ta's during their prep, when they are not even in the gym. This practice takes 20 - 25 students out of educational classes. We need to quit letting 18 yr olds, that live at home, sign their own notes!!!! It just allows many students to skip school with no consequences and usually ends up with students in grade/educational disaster!!! Invariably, poor attendance equates to poor grades and yet we allow it to happen!!!! Navigation time seems to be a lost time for upper grade level students. It is aimed at the college bound students and has almost nothing to offer the work/military/apprentice student!!! Which is the MAJORITY of our graduates.
flanagaj	Fri, 05/21/2010 - 10:10	Jeff Flanagan	WIS	I felt that entering my second year as tech teacher I was able to have a better scope and sequence with my learning goals. I still am becoming familiar with all the state standards that were released in December and plan to incorporate more in the future. With technology always advancing, I am hoping to find some continuing education classes that help me stay ahead! :)	1) Advanced Tech class---(After School Program possibly) There are many students that take a real interest in learning above and beyond my current curriculum that would possibly be interested in an after school program. Special interests i.e. video editing, Christmas light synchronization) 2) More money! :) Had to purchase my own printer, projector, scanner with limited budget. thank God for Book Fairs. 3) Possibly a student directed curriculum- once students demonstrate basic tech skills they are given options as to how they want to continue their tech learning. Just an idea.... 4) Stock market game for whole school. Maybe not at this level.... but i feel money management and investing is something I never learned and wish i could have. i still am in the dark. I just throw money at retirement and hope it is there when i do retire after 45 years of teaching...Good lord that sounds like a long time. 5) Allow employees to give other employees sick leave days without redtape. 6) Opportunity for salary adjustment after 15th year of teaching.	1) We should continue having a tech teacher for sure! Students need to be ready for an ever changing tech world. 2) Continue having Patty Graybill as WIS library aide. She is amazing at keeping this place organized and going! 3) Continue to strive for excellence regardless of situations and circumstances....I like that fact that we push on without making excuses.	1) Scheduling 4th grade tech on Mondays. 4th graders only get tech once a week and Mondays are most commonly the day that is skipped. So instead of seeing some 4th grade classes for 36 weeks, I have seen them far less. 2) Currently specialists who have over 45 minutes of prep a day are steered to do individual or small group tutoring. It feels like this time could be used more efficiently. Maybe schedule another specialist class at end of day for those kids that are pulled for interventions. 3) We have a short Christmas Break next year! Hate it. Need to figure out how scheduling committee came up with that. Students/Teachers need that time!
malikp	Fri, 05/21/2010 - 14:20	Pamela Malik	WIS	2009-2010	1. Professional offerings-I really like when we have opportunities to learn new things within our district...plus we receive clock hours. 2. More time for team collaboration on Monday mornings. This would allow the team to work together to ensure we are all on the "same page" with writing, reading and math. 3. Year round school. I think the students would benefit from shorter breaks than one long summer break. 4. Opportunities for community members to volunteer in our schools....similar to the HOST program we used to have.	1. Sport opportunities for students...including "C" teams. It's an important for students to learn sportsmanship. 2. 8th Grade trip. It's one of the most memorable school times for student's. 3. Burgerville awards. Students, and parents really appreciate this extra special treat!	I really can't think of anything that our district should discontinue.

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wellsk	Fri, 05/21/2010 - 14:41	karen wells	WIS	This year I have worked particularly hard on writing. I have a program called "The Trait Crate" that emphasizes each of the writing traits using picture books. The students seemed to respond well to this instruction and they have enjoyed writing this year. In math the emphasis was multiplication, fractions, and decimals. Hopefully students are ready for state tests. I have had a most enjoyable class this year. A variety of personalities has made this an interesting and challenging year.	1. Reading specialists who work with students on a daily basis. 2. Better use of specialist's time. There is too much time in the specialist schedule that is not being used to help students. 3. Hokey's for each classroom. I would be happy to have a student hokey my classroom and then have the room vacuumed once a week. That way more attention could be put on CLEANING the building, rather than just wiping over the top of the dirt.	1. Grade level collaboration. All grade level teachers can exchange ideas and get help from a team that cooperates. 2. School wide collaboration. All staff members need to be aware of the particular needs of individual classrooms and/or grade levels. 3. Working to see that all students have uninterrupted learning time in core subject. Interventions should take place during specials.	1. Investigations Math. This is a great program but it does not alien with our new math standards. 2. Stop Walk to read. Students learn from the experiences of others. If an entire class consists of students who have no life experiences, there is nothing to share. 3. Stop weekly Dibels. Three times a year is Plenty! I do not need to take time from my instructions for this questionable practice! I would rather have a class of students who comprehend and read carefully, than a class of fast, careless readers. We have never done anything differently because of the dibel scores.
hornimgc	Mon, 05/24/2010 - 07:42	Chris Horning	WIS	Great parent participation in all activities and daily work, use of the planners for communication is great. More students succeeded in writing both narrative and expository. Many connections with math, social studies, reading and science so the students could see real life applications to the instructions daily.	1. Writing program that incorporates the use of technology- it seems to be a very important tool that is not being used enough. 2. A different type of student reward system that would involve the parents and the community to see the good things that happen daily. We have a good start with Burgerville but we need more. Achieving students, both social and academic should be noticed monthly. When students are noticed for good behavior and the parents are invited to the assembly it build good PR. 3. Utilize the reading specialist in groups with students or more in the classroom. Putting Dibels scores on the computer is not a good use of her teaching ability.	1. Referral system. just tighten it up a little more, because it is working. 2. Blocking for core subjects gives the class time to engage wholly in the subject on a daily basis. 3. Communication with the staff and among the staff because then everyone knows exactly what to expect. The staff norms are very helpful to get everyone back on track.	We should discontinue Investigations Math and go back to using the Scott Foresman Math, it hits more of the state standards and would prepare our students better. Dibels: Students at this level need to read for understanding, not how quickly they can read. Second Step: Not being used right and maybe a different program would be more helpful.
crawforj	Mon, 05/24/2010 - 15:24	Joe Crawford	WIS	This year I have been fortunate to have the opportunity to work directly with students and staff, beyond my duties as manager for special education referrals, evaluations, re-evaluations, functional behavior assessments, behavior intervention plans, and associated assessments, observations, and data compilation and analysis. I have run 11 eight-week sessions of Why Try with our students, to promote positive decision making, identify support people, and learn goal setting techniques. Additionally, I have had the opportunity to instruct and guide students in appropriate school behaviors, including study skills and social interactions. As part of various professional teams (Student Assistance, Multi disciplinary, and Building Leadership), I have had the opportunity to team with other staff in making decisions aimed at promoting the success of our students. Recently, I have been involved in the planning stages of two exciting new programs, the general education intervention/problem resolution room, "Think Tank", and the "Fresh Start" program of checking in with students periodically throughout each day to track behavioral/performance goals they have made for themselves. I am also planning on bringing social emotional learning to at least one grade level here at WIS, by holding classroom meetings aimed at helping students identify ways to solve small problems, identify safe people and support people in their lives, and recognize and better manage their own emotions and behaviors. I have enjoyed getting to know the staff here at WIS, and I look forward to working with them in more depth over the next year and beyond.	I would like to see more availability of student leadership opportunities, especially in the upper grades. I think that we have seen some of the negative potential of student's leadership skills played out this year. I'd like to see what positive student leaders could do to promote friendship, cooperation, and meaningful discussions among their peers. I would like to explore the idea of peer-mediated conflict resolution within our district, as a means of students helping students, and all benefiting by learning cooperation and appropriate ways of getting and giving help to others.	1. Why Try - Nearly all of the students who have been invited to join these groups have come away with positive attitudes and the belief that talking about positive decision making has helped them. Some students have requested to be included in future sessions to review the lessons and concepts. Others have invited friends to join the groups. The skills the students learn through this program, and the connections they make with staff and peers will help them to more successfully navigate each school day, and be more likely to work toward success in their education. 2. Weekly Professional Development - This sends a statement to both staff and families that we value ongoing education for all. The professional development time and activities help to ensure a consistency and collaboration that may otherwise erode with time. 3. Title math and Study Island - I have heard great things from numerous teachers about not only this program, but Mrs. Jennings. It is great to have a general education intervention as an earlier level of support to help improve student's math skills who may not have such severe deficits as to require special education. I've also been recommending that our special education students plan to access Study Island over the summer to see if they can increase their previous year's math growth on their next annual IEP review.	1. 6th-grade recess - Many 6th-graders are preferring to find passive socializing opportunities, rather than taking advantage of the opportunity to be active. I think there is a potential for negative behavior inherent in unstructured time. This time is already being used by several teachers as an opportunity for students to receive extra help in class studies. Perhaps this type of support could be offered more consistently across 6th-grade, or for those students who are doing well academically, there could be some other opportunity - tutoring a 4th grade student, participating in a positive activity or project, etc. 2. Grade retention - There is no evidence to support the effectiveness of retaining a student who is under-achieving. In fact, this seems to put them at a greater risk for other negative outcomes later in life, such as criminal activity. I have worked in a couple of other districts, and collaborated with professionals from schools in Oregon and Washington. I have not seen such a high prevalence of retention in my admittedly short career as there seems to be here in Woodland. In the rare instances where such an action may be warranted, there ought to be stringent criteria applied and diligent efforts at follow-up. The Light's retention scale is not intended to be used a standardized instrument for discerning whether to retain, and it seems to be used as a divining rod for retention in some cases. Grade retention is one of the most traumatic experiences a child can go through, and is a fear that ranks near the death of a loved one. 3. Overly long lists of school rules/positive characteristics - I'm not sure about the other schools, but our list is greater than 12, and none of our staff seem to have memorized the traits of a successful learner. (At our anti-bullying training this morning, no one could say
petersom	Tue, 05/25/2010 - 11:14	Maury Peterson	WIS	Awesome year! Got to get in alot of team teaching. Really helped me grow professionally. Another year of Investigations and Imagine It made me even stronger in teaching it.	1. New batteries for electricity science kits. I don't know if they replace them every year but by the time we get the kits the batteries are very weak. 2. Coat hooks for faculty bathrooms.	1. Teaching blocks. There is now enough time to fit everything in. 2. Funding for professional development.	I don't know of anything we shouldn't be doing.

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knudsonk	Sat, 05/29/2010 - 13:35	Kim Knudson	WIS	My stock market game participation fundraiser at Burgerville for field trip common assessment for 6th grade math the addition of Allison Daun to the 6th grade team more computers in my classroom to aid in my MOODLE program work on the SIP team	-weekly collaboration in grade level teams of math planning across grades, value being that all teachers know that other teachers are teaching to the standards -evaluation of standards being taught in the classroom. value being some teachers still do not see the value in teacher in teaching the standards, even though it causes a breakdown between grades if there is a failure to perform. -standards based report card creation. Value being if we are to elaborate and evaluate what the students do based on state standards, why not evaluate them on a standards based form? -have a night specifically dedicated to parents without students regarding classroom procedures and expectations of both teachers and parents. Value being at back to school night, parents don't have enough time in the 15 minute period to learn all that needs to be learned about the teacher and the classroom procedures. No students there would allow parents to focus. There could be activities happening in the library or gym. -I would like to see a schoolwide recognition plan for students caught doing good things. For example, eagle tickets could be given out to students following school guidelines or for just being a good citizen. The kids could then turn in their ticket to the office or designated area with their name written on the back and awards could be given weekly/monthly. Tickets could accumulate.	monday morning collaboration on MSP results and practice MSP items. Value being teachers are able to gain ideas from teachers who have strengths in certain areas. -All teachers should walk their current classes to lunch and from recess into the building. Value being, students who are not monitored to lunch tend to rush, hurry, and be loud. The same goes for returning from recess. -Burgerville awards for school pride.	-Specialists do not tutor students during those tutoring times. From what I understand, even though I'm not directly involved, it needs to be evaluated for effectiveness. -We should not need to send home progress reports every 3 weeks unless parents do not have access to internet. Waste of time, ink, and it enables parents to rely more upon the school and teachers for jobs they are able to do themselves.
nelsong	Tue, 06/01/2010 - 16:34	Geoff Nelson	WIS	Overall, Academically speaking this has been one of my most challenging years. The students seemed to be far less ready for the 5th grade than in past years. Although it was necessary in the first months of the year, it was frustrating to have almost half of my class pulled out for remedial math and reading help at the expense of Science instruction.	With the addition of new state math standards, it would be good to review our goals and approach to teaching math. It seems like the state is swinging back toward the traditional algorithms- which has not been the way that we have taught math in recent years. Research has shown that combining subjects help to build meaning and provide students with skills that have greater retention. It may benefit the students to have a schedule where allowances could be made to incorporate subject matter in different ways. As an example, it may be beneficiary for students to learn about writing conventions, making list, transitions, paragraph form, or topic sentences, during a science lesson using the scientific method. About nine years ago, I had an opportunity to be at an elementary school up in the White Salmon area. When the students were dismissed from there classrooms at the end of the day, they all walked quietly out through the halls and to the buses. Hardly a sound was heard. It was amazing. The expectation was that it was the students job to be at the right place and follow the rules, and they did. I think that expectation could be taught to our students for quietly lining up at recess, walking down the halls, and dismissal after school	Mr. Wiseman gives a positive address over the intercom each morning. This prepares the students for success each day. All teachers standing in the halls at the start of the morning and at other times helps to reduce to problems in the hall and make for a safer atmosphere. Spirit assemblies give the students something to look forward to and are used for recognizing student achievement.	When I think of the WIS, I think about how far we have come over the past 10 years. While the student growth and achievement has been tremendous, I worry that we may be continuing to change too quickly. This year I have seen more students that don't know how to form the letters of the alphabet or don't know basic math facts, than ever before. It would be nice to continue to work on the changes that have made a big difference in student education, programs like Step up to Writing, yet not lose some of the basic skills that have made that change possible.
browns	Wed, 06/02/2010 - 19:26	Shar Brown	WIS	While this has been a challenging year, the challenge has provided me with several opportunities. One opportunity was team-teaching the Hi C program. This was exciting as it has allowed me to utilize my science background at a higher level. Planning and teaching it with Tim, another biologist, provided an environment of learning and challenge for students and me. Another opportunity that presented itself was working with a very diverse group of students in my home room; some students were excited and could not learn fast enough while others were behaviorally challenging and often seemed to lack a desire to learn. This provided me an opportunity to work closely with other building support staff from the top down as well as support from parents. Unlike the previous ten years, my schedule did not allow me to offer my 'Aftermath' support after school for struggling students; I added this into daily work. In reading I leave excited by my students' excitement towards reading and their ability to independently comprehend diverse text. While students made at least a year's growth in science, math, and reading, those entering greater than one year below grade level will need continued support next year.	1) Technology support for projects: research and word-processing for wax museum project 2) Additional/challenge math classes for above grade level students: provide students with application base math/higher level thinking math. 3) After school access to library for students/parents/staff: current limited times prevent students from using the library as a resource center and many are unable to use the Vancouver Public library due to location of their residence/cost.	1) Title math: provides support for below-level students 2) FOSS science kits: provides consistent content/hands-on for all 5th grades students/consistency in background knowledge 3) Step-Up-To-Writing: provides students with writing strategies/consistencies often lacking/enhance verbal communication skills	1) Parent requests for teachers: inequity/imbalance of classrooms. Most districts have discontinued this years ago. 2) 3)
harmns	Fri, 06/04/2010 - 14:03	Nancy Harms	WIS	The Title I intervention program served 60 students this year. Interventions used included: Imagine It Support, Rewards, LMB, Corrective Reading, Seeing Stars, and Reading Mastery.	Before/After school intervention Summer school Stricter discipline policy	Walk -To - Read Student Recognition (Burgerville Awards, Student of the Month, etc.) Monday Morning Professional Development DIBELS Fall/Winter/Spring benchmark testing	DIBELS bi-monthly and monthly monitoring. I have attended every grade level reading meeting held at WIS this year. We have not changed instruction in any way based on this fluency monitoring. This progress monitoring is very time consuming for classroom teachers and especially for our Reading Specialist who could be modeling good effective instruction practices for staff.
harrinz	Wed, 06/16/2010 - 09:00	Zac Harrington	WIS	Good year, but I had a struggle getting students to really work hard and not rely on me for everything.	Behavior/detention room - we need a place to send students during recess to complete work or owe time. Some type of consistency in the halls - some students running free to lunch and in from recess, others in class lines.	Morning announcements - good way to start the day. Just about everything.	90 minute reading blocks - too much time, takes away from other subjects. Find a way for students who get intervention to still receive specials

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blethc	Wed, 06/16/2010 - 10:24	Carol Bleth	WIS	<p>Math- Although I started out with the curriculum plan we developed using Investigations, I found students were progressing too slowly and we would not be able to get through the new standards of division algorithm, adding and subtracting fractions, etc. so I used the Scott Foresman book for the last half of the year. I used the units "Number Puzzles and Multiple Towers", "Thousands of Miles" and "What's that Portion", then continued to use almost all of the Scott Foresman to cover division, multiplication, fractions, geometry, measurement, probability, Reading- I used all units of the text "Collections-The American Experience". We used the grammar, spelling, writing, and questions at the end of selections for writing, comprehension tests, and benchmark tests. Writing each week was based on the selection. We used the Step up the Writing model. We also used Dibels and other tests to determine students' progress with increasing fluency. Science- I used two kits in the fall to teach Earth Science "Stories in Stone" and "Landforms". For teaching life science I used "Environments" kit. In the spring we used the "Models and Design" kit for physical science. I also used the :Comprehensive Science Assessment book to teach vocabulary and extra material for the MSP. Language and writing- Students wrote various 5 paragraph papers that were expository, persuasive, compare and contrast, giving directions, and the Wax Museum report. For this report students read biographies, took notes, made outlines, and wrote reports. They presented info orally. (Grammar etc. was also included from reading texts.) Social Studies- Constitution was studied and used as the basis for our classroom constitution. Current events were studied daily</p> <p>profession to science, math, and social studies concepts</p>	<p>1. I think our staff would benefit from some program that would help us communicate and work together. There's been quite a bit of change to the staff, and some lack of communication. 2. I do not feel Investigations math curriculum fits the new standards anymore. It does not teach the algorithms for any of the operations. It takes at least 2-3 times as long to go through; time we don't have. The Scott Foresman book should be used more. We need to also emphasize math more (the new schedule will help). 3. Better use of the end of the day time (which I think is going to happen with the new schedule!)</p>	<p>1. I do not see that weekly or bi-weekly Dibels testing by reading teachers is useful. No one seems to notice or care if scores go up or down. I would like to see quarterly testing of all students. Teachers should practice fluency in the reading classes. 2. In science, I know 5th grade teachers use every bit of time to teach their kits and prepare students for the science MSP, but I don't think all grades use the kits or fit in science. This will hurt students in the long run. 3. Help students with organization and positive attitudes on a daily basis.</p>	<p>1. Investigations math? I like many things in it, but as I said, it takes so long to cover and doesn't meet the standards. We need a team to closely compare standards to the methods in both books.</p>
hasbrour	Wed, 06/16/2010 - 12:07	Robert C. Hasbrouck, Jr.	WIS	<p>This year in reading we again used the Imagine It reading curriculum. This reading text provides the added benefit of cross curricular education for our students. We shared short stories out of this book using partner reading, silent reading, large group reading, and whole class reading strategies. Students did several writing assignments based on what they learned during reading. Vocabulary and spelling were also addressed using the reading curriculum. Students were provided the opportunity to silent read for 25-30 minutes every day as we conducted class book studies. Students also obtained books from the library, and were required to complete independent reading projects during three quarters. These projects required written reports on three books per term, one of which had to be nonfiction. In language arts we tied many of our writing assignments into the Imagine It reading series. We also worked on writing using our "Step-Up to Writing" curriculum. Students covered many areas during language arts such as grammar, punctuation, sentence structure, personal narrative writing, expository writing, letter writing, descriptive writing, and persuasive essays, much of which was guided by the Imagine It series. Students also gave several presentations throughout the year including persuasive, impromptu, how-to, and group speeches. In mathematics we again used the text series Connected Math CMP2. Topics explored year were: number concepts, multiplying and dividing whole number, fractions, and decimals, geometry sense, number theory, fractions, measurement, proportions, percents, ratios, and measurement. The text encourages students to investigate math in ways that lead to a better understanding of why and how different procedures work. Students also completed</p>	<p>1. Supervised lunch detention. When utilized during the 2007-08 school year, I saw a marked improvement in work completion.</p>	<p>1. Spirit Day assemblies/competitions. These activities develop in students a sense of community. 2. Continuation of math interventions for struggling students. 3. Recognition at assemblies of students who are doing well academically and behaviorally. I think this promotes more positive behaviors in both areas.</p>	<p>I can think of none.</p>

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brown	Wed, 06/16/2010 - 15:53	Timothy Brown	WIS;WMS	The 09-10 school year was OK. This year's 7th grade has a much better attendance record than last year's 7th grade and so it is much easier to get the teaching and learning accomplished. Because we went to a 6 period (actually 7 period once you count homeroom) day we lost over a week of instructional time each quarter and it is now impossible to complete the curriculum that I used to get done. It is extremely frustrating to work this way. I remember when we went from a 7 period day to the alternating 4 period day and what a huge sense of freedom that was. The class periods were long enough so that the students could start and finish an assignment on the same day and student production skyrocketed. We have now just about reversed the gains that I feel we made by going to that system and are almost back to the old 44 minute 7 period day. Between passing time, lunch and homeroom we are presently losing 20% of our contact time with students every day. With the present schedule we can no longer do what I consider a meaningful job of teaching the 8th graders how to research, write and format a research paper properly. We have been forced to completely do away with the integration between the English, Science and Computer departments and the Library that I feel made the experience valuable for the students. Instead, the librarian and I do the best that we can teaching the students some of the rudiments of evaluating websites, using search engines, composing works cited pages and formatting research papers. The students do not actually do any research, or write a paper, but instead we supply them with references and a paper that is already written to work with. A poor substitute for the real thing. This year's Lego Robotics team was a real highlight. Winning the regional	1. Fewer class periods per day with longer classes.--See my summary above 2. Robotics offerings of any kind at the High School--Students leave my program ready for more challenges and are not offered anything at the HS 3. More emphasis on academic progress in the core areas	1. Offering technology classes at the Middle School--This remains the only substantial technology instruction that students are required to take. 2.	1. The system of OT at the Middle School needs to be revamped--It made no appreciable change in the number of students with Failing grades--It needs to be tied directly to the Success classes that are offered. We have made a move in this direction with the math classes for next year. 2. Homeroom--It is necessary for the Navigations program, but no longer fulfills the original idea of providing each student with a teacher that tracks their academic progress 3.
nesbittj	Fri, 05/21/2010 - 10:06	Jeff Nesbitt	WMS	Having a new schedule this year really cut back on our contact time per student. I was not able to get through our curriculum which means that the students are going to have more holes in their secondary science curriculum. I still believe the 5 period day best serves our students.	1. Identify our incoming 6th grade students that will probably struggle and have them in a mandatory success class that is very structured and very connected to their other classes. 2. Do the same thing with our current 7th graders that struggled through the course of the year.	1. "OT" time but it needs to be restructured so it is part of the regular day 2. Monday morning's have improved and are much more valuable than they once were....good improvement 3. Friday rewards or our homeroom competitions 4. Homeroom but it needs to be in the morning and for a shorter amount of time. It is especially too long on Monday's.	1. Homeroom after lunch 2. OT time they way it is set up right now (incorporate it into success) 3. We need to improve the efficiency of identifying students and getting them into academic programs that we have on site. The current process is way to slow and some students are not identified until the end of their 7th grade year. 4. Our lunchroom configuration needs to be updated so all the kids have a place to sit (buy regular rectangle shaped tables). KEEP THE KIDS IN THE LUNCH ROOM AREA FOR LUNCH. DO NOT LET THEM WONDER ALL OVER WITH INSUFFICIENT SUPERVISION. To many kids don't eat lunch so they can go play like it is recess time.
royleh	Fri, 05/21/2010 - 10:46	Holly Royle	WMS	WMS has had a challenging academic and managed year, but we have also had a multitude of positives. Several teachers were teaching new content or classes this year with little to no materials, minimal training and little time to prepare. Teachers, especially myself, rely upon my own time in the summer to develop curriculum, work on assessments and collaborate with my team. This year, in particular the MS and HS were being pulled in a multitude of directions and we were expected to implement several new programs and be experts in those areas (Navigations 101, HS/MS curriculum and forecasting, Opportunity Time, in class interventions). Combining trying to be an expert in those areas, and for some teachers teach new curriculum and on a new schedule was not only overwhelming, but made me and others feel spread too thin. I also saw a lot of struggle with the teachers that floated between the middle school and high school. Mondays were a mess because they often didn't know where to be half the time because they have to stay informed on both buildings. Staff were expected to give up their preps to cover for HS and MS teachers when schedules were adjusted for testing, or other reasons. From the information we can gather thus far, next year does not appear to be alleviating any of these problems. This year the middle school saw several instances of severe student behavior issues. It was disappointing to say the least. We saw positive changes in kids. Students that struggled at the beginning of the year, got it together and worked hard to turn in their work, get focused and reach their goals. Student Led conferences were very positive this year. I always enjoy hearing the wonderful comments from parents about how their student is enjoying classes this year at the middle	Summer School/Extension/Enrichment Summer school for not only struggling students but for those who are highly motivated. Sometimes I feel we too often cater to the lowest students and sometimes can forget about the highly motivated and high achieving students. It would be nice to offer them some type of curriculum where they can be in an environment where they are surrounded by like minded peers and are learning skills they want to learn. Summer school is also very valuable for our students that struggle. Especially in the lower grades where studies have proven that students lose upwards of half a grade's worth of knowledge over the summer if they are not continually practicing- especially in reading. This would be helpful for our students that don't have access to the public library or any enrichment activities in the summer. After School Activities- we need to find a way to get more students involved in POSITIVE after school activities. For some of these students, school is the only safe place they know and don't enjoy going home because they have to take on the adult role. I know the high school coaches have done a fantastic job of keeping the weight room open for students year round. But we need to appease those that are not athletes. In Building Subs- Teacher prep time is vital in maintaining quality curriculum and providing differentiated learning and quality lessons to students. So when teachers are constantly being recruited to cover for this teacher, and that teacher or for this staff member it really takes a big deduction out of our time to prepare. The teachers this highly impacted are those that have 1st and 6th period prep. By having a building sub for 7-12 and k-6 this would prove to be more cost effective and give back teachers time in their room!	Offering a wide variety of electives is a good option to keep. Students are really enjoying these options. SLC- are very positive Monday Morning Department Collaboration Time	OT- should be discontinued. For me, I see the same group of kids floating on everyone's list. Interventions are being implemented in not only single classes, but they are being tried in specialty intervention classes (reading (which will no longer be a class at the Middle school), and Math Academy). Navigations could be continued if the curriculum is intensely altered to reflect the needs of MIDDLE SCHOOL students. If the curriculum continues to be above the level of interest and motivation of 7th and 8th grade students, it needs to be discontinued. Monday Mornings that are scattered and unfocused- so many times people in departments have to check in with several groups and it does not create a cohesive department.

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boschj	Fri, 05/21/2010 - 15:51	Joe Bosch	WMS	We had to redo the 7th grade curriculum yet again to accommodate the new math standards. All 7th and 8th grade math classes are now synched with scope and sequences and have been able to create common assessments. The budget cut had little effect on the math departments ability to instill math standards in the students. The general department of the students as a whole is up from previous years and has helped give us more time to teach.	Saturday school would give teachers an additional incentive to offer discipline and academic challenges students. Students who refuse to do the work but have the skills would be less likely to nothing if there were further consequences. An enriched math class that would be a Math Olympics team that would compete and offer gifted students additional opportunities. Required summer school to advance for those students that refuse to do the work and know we will let them move onto high school without having done anything in middle school. Parents have to pay for the classes.	Opportunity time. This sends the message to students that middle school grades matter. Navigation 101. The academic career awareness helps students see the relevance of middle school and high school efforts. Excellent technical opportunities for educators. Give the tech people a raise.	Lower or scholarship students into the sports program. Had I not found outside funding for seven of my wrestlers they would not have turned out. Every one of these students struggled with their grades but volunteered to come in on Saturdays to stay eligible. How many did we miss because Woodland has the highest fee in the district. We should stop getting little or no support and participation from our external stakeholders. Teachers could use the help, informed parents are happy parents, and involved voters usually say yes at the polls.
uhlenkor	Sun, 05/23/2010 - 13:43	Robin Uhlenkott	WMS	Personally, I felt a highlight was successfully adjusting my curriculum to the new 6th period schedule. A down-side of the schedule is a little less time to fit in only one quarter of social studies for 7th grade. A positive side is offering Leadership for a quarter, thereby allowing more students the opportunity to be in the class during the year. Another highlight was getting the opportunity to have some more technology in my classroom - 3 additional student computers and a clicker system.	I would like to see ISS return. I think it is a valuable discipline option for staff and students (allows students to stay in the school setting, but temporarily removes their disruptive influence in the classroom).	The honor roll field trips should continue - they are a positive way to reward our high-performing students. Math intervention should continue as a way to help those that need extra support.	Not necessarily discontinue, but adjust . . . the Navigations/homeroom/OT time.
liabraab	Tue, 05/25/2010 - 14:21	Brent LiaBraaten	WMS;WHS	This year we saw tremendous growth in the choral and guitar programs, both in number and in quality. The Show Choir was seen several times in the community and continues to spread the word about our up and coming choral program.	1. Students - specifically gentlemen to the choral program. They would help round out our sound and open up more possibilities of music. 2. More traveling opportunities for show choir. This will give more experience and some different perspective on a lot of the music that we perform. It will also help build a more professional skill set in working with guest conductors and the music field. 3. Continuity between extra programs. In only the two years I have been here I have seen several programs started, only one that I can think of. It has continued.	1. Opportunity Time - this is a great time for students to get caught up on their grades. I also like that it can help the students be more accountable for their grades. 2. Support of the arts. I'm very impressed at the support the arts receive here. The arts round out the curriculum and reach kids that otherwise are not reached. 3.	1. Nav 101 - the idea behind this program is noble but its implementation has made it virtually worthless. When we are asked to "pun" week after week it is not setting the teaching staff, nor the students, for success.
siegrism	Mon, 06/07/2010 - 14:35	Monica Siegrist	WMS;WHS	Wow! This year flew by! It was tough, fun, frustrating, and rewarding all at the same time :-)	I wish we had more Safe Schools counseling hours available. Adam Scattergood did a wonderful job, but we had a huge waiting list of students that would have benefited from mental health counseling...he just wasn't able to see them all. Drug-sniffing dogs??? I feel like we have a very big drug problem at school. Perhaps some we need to invest in some alternative means of scoping out the problem. I would love to see an after school tutoring program -- I think a ton of students would benefit from it.	OT -- it allows more communication between students, teachers, and parents. Safe Schools Counseling -- it is WONDERFUL...we just need more of it. Nav 101 -- It is in its early stages, so it has not yet been perfected. However, I really like the idea of encouraging our students to begin thinking about (and planning for) a career.	Several teachers will not allow students to turn in late work. While I do not encourage students to be tardy with their assignments, I wonder if we are accurately gauging what a student learns if he/she earns a zero (in lieu of a late grade). Also, some students have it in their IEP's that they can turn in late assignments due to processing speed deficits. Teachers who do not allow them to turn in late work are going against the IEP accommodations. The 'study skills' OT groups have not been successful. There isn't enough time to give a lesson. However, the smaller caseload for those students is effective. I have been able to initiate much more parent/teacher/student communication when I only have 3 students. Can't think of a 3rd...sorry.
smithm	Wed, 06/16/2010 - 15:39	Michael Smith	WMS;WHS	Teaching Photography for the first time. Art Fest 2010	1. Teachers should create a common professional library of educational books and materials that they are not currently using, so that other teachers might have the opportunity to access this information, instead of having the materials/books collect dust upon a bookshelf. 2. Besides that I believe our programs are moving in the right direction. HALLELUJAH EVERYDAY KINDERGARTEN... We know that research doesn't show a clear advantage to our current program or half day everyday programs, but we do know what research says about learning to read and reading interventions! Research tells us that students need to have reading instruction and reading interventions EVERYDAY in order to gain the necessary growth in a school year. Our students don't have the opportunity to read everyday, in fact they end up further behind in reading compared to other schools using our same curriculum. Why? Our kindergarten program is based on repetition and mastery. How can all students successfully master skills when they are here off and on. Think about this... an AM student comes to school on Monday morning and receives reading instruction. They come again on Tuesday, all day. They get reading in the morning and a little bit in the afternoon. They have a day off. They come to school on Thursday all day and get reading instruction in the morning. Then they have three days off, or four depending on having many Monday's without school. At the most, our kindergarten students get reading instruction three times per week. I would encourage the board to let a kindergarten teacher and myself give you more information about this so we can best prepare the students at WPS.	1. Opportunity Time. Students are using this time to maintain their success within classes. Those students that need more focused attention also have the opportunity to access it during this time. 2. Collaboration time during late start Mondays.	Can't think of any.
huddlesm	Fri, 05/21/2010 - 09:22	Malinda Huddleston	WPS	My goal this year was to do more of the reading coaching piece with our staff. I was able to coach or model for each person including IA's at least three times. I kept notes and e-mails in files for each person. I started with each teacher's goal of improvement. I was able to address their specific goal as it related to instructional effectiveness. We piloted a title math program for third grade this year. We collected data and gave support to students based on a rank order. We used the Study Island computer program to give students extra practice with specific skills. While we recognize this extra practice was beneficial to these students, more direct instruction would have had a larger impact. We are exploring how we will best meet student's needs for next fall. WIS and WPS have taken on a major transformation. We are writing a Schoolwide title plan. This will change us from targeted assistance to schoolwide. We are able to do this due to our free and reduced lunch percentage. The advantages are fantastic and will allow us to serve students in a way we know is most effective.		Small class sizes at the primary school. Professional Development for teachers. WCC. This has a huge impact on me personally and professionally. My own child attends WCC and the Co-op Preschool. WCC gets him to pre-school and picks him up. How wonderful it is to have him right on campus with me and also to have such great service. Additionally the WPS preschool and kindergarten students	I think that Woodland School District and WPS specifically is light years ahead of many. I am proud of all our accomplishments with academics. When I attend national conferences, it is rare that I hear about something we aren't already doing in the area of reading. I can't think of anything we should discontinue at this point.

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linnemes	Fri, 05/21/2010 - 09:49	Shelby Linnemeyer	WPS	This has been a very busy year for me. Even though our total enrollment has been declining, I have the highest caseload at this point of the year that I have ever had.	We need more math interventions at the lower grades, we are beginning to address this at the 3rd grade level, but only for a select few kids. I would love to be able to do speech/language interventions, but at this point my caseload is too full to accommodate that. I would like more opportunities for sped staff to meet on Monday mornings.	I would love for us to keep our full time counselor at WPS. She has been an integral part of our building working with children, families and staff. Having a half time counselor is going to significantly reduce the amount of benefit the kids can receive through behavior and social skills groups. We'll lose the continuity and security for the kids to know that someone is always in the counselor's office if they need them. Our reading program is successful and we are always fine tuning. I think all the staff work hard to include and involve the families of the children that we serve.	I wish we could all stop worrying about the MSP, or whatever big of test they are going to throw at our kids, and make school fun again. Teachers are so worried about making sure that the kids are prepared for the test, a lot of the fun things that make school enjoyable for kids fall by the wayside. It's really too bad. Yes, it is essential for our kids to become educated, but they are still just kids and they also need to play and have fun. The block scheduling is difficult for those of us that have to pull kids from classes. I wish there was a way to disperse some wiggle room throughout the schedule. Currently our 1-6 CBL kids that our WIS school age are shuffled back and forth between WIS and their CBL classroom. It seems that it would be more beneficial for them, as well as the school budget, to have a classroom or "place to land" at WIS so that so much of their day isn't eaten up by transportation between buildings and they have the opportunity to spend their entire school day on the campus of their same aged peers.
kovalenp	Tue, 05/25/2010 - 07:29	Pete Kovalenko	WPS	I came back in the fall to the best WASL scores my students have ever posted. Our third grade team initiated the fundraiser for Haiti last fall that was one of the most powerful learning experiences I have been a part of. It helped build community within our building and taught kids that it's their duty to help those who are unable to help themselves. I wrote a grant and received funds from Target Stores that allowed my class and one other to visit the zoo after our endangered animal unit. We researched the animals, collect data on them, and after representing these animals in paint we raised over \$400.00 that we were able to donate to the zoo director when we visited. Worked with OSPFI for a week to determine appropriate answers for the 3rd grade MSP that will be administered in 2011. It was a great learning experience for me and my team. Except for those four days of training in Olympia, I was only out of the classroom one other day. Based on how frequently educators are gone - that is a highlight. Next year I am again going for perfect attendance. I volunteered to teach a Math Camp this summer which I am really looking forward to. My hope is that this intervention will better prepare second graders for number sense activities in third grade. It was my most effective and frustrating year of teaching. I guess those two things must go hand in hand.	We need a math intervention at the primary school. Study Island, which only offers extra practice that kids can do online at home, doesn't feel like much of an intervention. I think it's critical we add this piece in the future. We have got to have some type of teacher learning opportunities. We are only as effective as the skills we possess and when we don't improve on those skills there is an impact on student learning.	We are moving closer to understanding that the standards are the curriculum and the resources are only the tools we use to teach the curriculum. We need to continue to move in that direction. Getting into a text book or math program and running through it will not provide kids with the skills that will be needed to be successful. We must continue to focus on the standards. This needs to continue. The reading program is solid. The data supports that. I think we need to continue to focus on improving our math instruction. I didn't understand the purpose of the math work we did this year to align our teaching across grade levels. The state has already done that same work when they published the grade level standards in 2008. But anytime we have discussions about math I suppose we are we are moving in the right direction. This needs to continue.	I think spring conferences need to be improved greatly. Adding the responsibility of meeting with all parents was not reasonable without providing more time/resources. There is only so much time in our teaching day and making it mandatory to meet with all parents, even when no need was perceived by the parent/teacher, takes time away from quality teaching. I believe that most teachers do a good job communicating to parents how their child is progressing. To assume that this communication needs to look the same way "sitting for a conference at a specific time" is misguided and in many cases a waste of time. Since I meet with almost every parent during the summer this would have been the third conference for the school year. It's just not necessary - except for 4-5 students. If there are problems with teachers not communicating effectively with parents, perhaps it should be addressed with those teachers? This year I am not going to meet with parents over the summer and perhaps that will make mandatory Spring Conferences more palatable.
eilst	Tue, 05/25/2010 - 17:29	Tara Eilts	WPS	Students in my 3rd grade class showed growth in all academic areas. They responded especially to the "GLAD" techniques I learned in a training many of us got at WPS this year. It's fun, practical and most of all, effective. Many of my students benefited from many formal and informal interventions. In math, Staci Aschoff took in several students for an additional math time since she had a smaller class due to her 1/2 split during math. My special needs student as well as others benefited from the extra help received through Mary Burnette, who was here for about 90 min. a day. The support IAs during the reading block really made a positive impact on student learning in the area of reading as well. Laura Gilderleave was incredibly effective at meeting with individual/pairs of students to look at their AR data together and discuss the data, successes and goals. Robin Phillips, Mark Houk & Teri Schlenz were an awesome team to work with in developing a successful, yet stringent behavior plan for a particular student. In general, many students in this class struggled more than others in the past. However, I did have some extremely high achieving students who consistently would shoot for extraordinary in all areas. Because of the awesome teamwork here at WPS, I believe it was a strong year for each of my students. I'm pleased with the overall growth thanks to our team effort!	1. More effective math interventions (like what we did with Mrs. Aschoff this year). Study Island is a great program for extra practice, but not as effective for intervention. I like it to use as supplemental to classroom/homework time. It was great for the higher kids for a challenge and for lower kids for extra practice at home. 2. Possibly doing a modified walk to math with one classroom teaming with the SPED/Title/ELL team to teach struggling learners. We need to do some more research in this area to find out best practices. 3. Support & time for peer observations/coaching to improve current practice	1. Walk to read-challenges students at individual levels; IA support provided to lowest students is excellent too! 2. AR/Study Island as supplemental programs-challenges students at individual levels 3. CAST-creates continuity throughout entire school for individual students	1. Study Island as a pull out intervention for math 2. Do more push in interventions as part of the regular block instead of pull outs (ie: walk to math mentioned above). This means all students needs are met and they do not miss crucial learning times during writing, science, social studies, specials, art, etc. These subjects are very important for developing key concepts, vocabulary & skills. They are also the subjects that students learn to love learning!
flanagad	Thu, 06/03/2010 - 12:33	Danielle Flanagan	WPS	This year my classroom was established into the "Lab Classroom" for a Writing Pilot and GLAD training. As I was able to collaborate and give feedback on the pilot it also helped me learn more and change somewhat with my own practice.	#NAME?	#NAME?	#NAME?
jewellem	Mon, 06/07/2010 - 12:55	Jewellem	WPS	The 2009-2010 school year was positive and focused. We were able to complete curriculum content areas for each required subject. I was especially pleased with the fact that my first grade reading class ALL were able to meet the end of the year expectations.	1. Our breakfast program needs to be re-vamped, as the offerings are not nutritional. 2. Our Reading specialist is highly qualified and should be working with students, especially those who are struggling to be at grade level.	1. First Grade Pop-N-Drops on a monthly basis on order to best serve students at their current reading levels. The value is obvious.	N/A

Submitted by	Date	Your Name	Work Location (Check all that apply)	Summary of Academic Year	List three things you would like to see added to our current program. Explain their value.	List three things we are currently doing that we should continue. Explain their value.	List three things we are currently doing that we should discontinue. Explain why.
aschoffs	Mon, 06/07/2010 - 18:24	Staci Aschoff	WPS	Great year! I am very excited that we were able to be trained in GLAD and even more excited to put some of the strategies to use.	We need healthier school breakfast. Our kiddos need a healthy LOW sugar breakfast in order to start the day right...not a donut or sugared cereal. We still need to improve upon our school lunches. No more white bread or high fructose corn syrup! Small class size is a huge benefit to our students.	Our lunches got a little better because we changed some of our buns to whole grain let's change it all! Movie nights are a great way for families to spend time at the school.	There isn't anything that I think needs to be discontinued except our sugary breakfasts.
georges	Tue, 06/08/2010 - 18:02	Sandi George	WPS	This was a very good year in my classroom. The most children were able to meet the state goals and in many cases they exceeded the goals. We had to work hard to accommodate some shifts and reductions in our staffing during our reading block but it all seemed to work out. The budget cuts left me feeling sad about some of the things the children had to give up. I was hoping that the economy would bounce back and things would improve. I am very sad to learn that we are again going to be losing a position in our school that will not be replaced. Our school remains upbeat and working hard on being the best we can be. I spent quite a bit of time with WSUV juniors this year as a lead teacher for our school. The students who did their practicum in our school were well prepared for what we asked them to do in our classrooms. I hope to see some of them back as student teachers or new hires in the years to come. I am excited to continue working with WSUV next year. It believe that bringing more people into our schools to work with our kids is a way to benefit WSD as well as WSUV. I am very proud to be a member of WPS. It's a great place for kids!	1. I would like to see our reading coaches work EVERY DAY at our schools. I think 1/2 day everyday would most benefit the students and the teachers who are being coached. These people are the best reading teachers we have, they should be working with kids not doing office work. 2. Please consider adding more cleaning time back into our building. Not having our rooms vacuumed everyday has been a distraction to instruction. The ants have been very visible this spring. They are coming to eat cracker crumbs left over from snack time. It's hard to learn when an ant is walking by with a crumb. Seems trivial, but to a 6 year old, it's a big distraction. (It's not that our custodian isn't doing his job. He even comes in early to get more done.) 3. I'd like to see our cooks actually making more fresh food to serve the children. Most of the food is pre-cooked and not very creative. I was happy to see new additions to our salad bar and whole wheat buns being offered this spring. It would be so nice if they could cook fresh food for our kids.	1. I like the way our data is driving our instruction. It is so nice to have quick data collection tools that help us see if our instruction is working and how well the children are retaining what we teach them. 2. I love the Monday morning time that we have to work as a staff or grade level team to help our program improve. I believe that having a principal who keeps us on track has made this time so valuable in the primary school. 3. Having our data and report cards on line has been a great way to keep track of our students achievement. Being able to access this information from any computer is helpful in making plans for lessons and remediation for struggling students.	1. This brings me to wonder why we are hiring an A.D. on a teacher salary and not a teacher who will spend the entire day with our kids? Working with the children directly each day, makes me very aware of the need for our children to have the best we can give them. I can't help but think that this isn't the best use of our teacher salary dollars. We could have paid someone a classified salary for this position. It doesn't take a teaching degree or advanced degree to be an A.D. does it? 2. We spend a lot of money on interpreters at student conferences for our spanish speaking population. This is nice. With budget cuts, I think we should ask them to bring along a friend who can help with the conversation rather than spend our student dollars in this way. 3. Early release the day before school gets out? What's up with that? We are not able to hone our skill or do valuable work during that time. Honestly, we are all exhausted at that point in the school year. If you want to take our students home early, do it when we can do some meaningful work together. I'd rather have my children in class that day.
phillipr	Thu, 06/10/2010 - 10:44	Robin Phillips	WPS	Small Group Guidance: This year I had 52 students participate in small counseling groups. These groups focused on topics such as building friendship and social skills, positive communication, problem solving skills, building positive self esteem, anger management skills, stress management skills, worry reduction, etc. Groups met weekly for 20 - 30 minutes. Classroom Guidance: In addition to teaching some Second Step lessons in each classroom, I taught several supplemental lessons that classroom teachers could sign up for. In all, I taught 116 classroom guidance lessons this year. For October-November the "Tattling vs. Telling" lessons consisted of one lesson for each kindergarten class and two lessons for each 1-3 grade class that were 30 minutes each. I taught 41 tattling lessons. February was Woodland's "No Bullies Month" and to coincide with this I taught lesson's about bullying to each classroom during from January - March. I taught 41 bullying lessons. In April and May I taught a lesson called "Kelso in Action" to review and practice our Kelso's Choice program. This was a 30 minute lesson that included viewing the "Kelso in Action" movie (approx. 12 minutes), discussion, and an activity in K-1 where each student make their own Kelso's Choice wheel and role playing in grades 2 & 3. I taught 20 Kelso's Choice lessons. No Bullies Month Poster Contest: For the third year I held a "No Bullies Month Poster Contest." I received 80 entries this year. I posted all entries in the hallways surrounding the library. A team helped me select 3-4 "top finishers" were selected from each grade level and honored at a special luncheon with their teachers, myself, and our principal. There were certificates and goodie bags for the winners. Their names were announced in our	1. Full time School Counselor at the Primary, Intermediate, and Middle Schools: http://www.schoolcounselor.org/content.asp?contentid=230 http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=241 http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bill%20Reports/House/1670.HBR.pdf 2. Progress monitoring tools for math and writing. This would help provide the "whole picture" of each student when we meet at CAST, as opposed to only being able to review reading data. 3. Math intervention or walk to math to support our students struggling in math like we have for students struggling in reading.	1. Continued instruction of the Second Step Curriculum at the K-6 level. http://www.cfchildren.org/programs/ssp/standards/ http://www.case1.org/downloads/PackardES.pdf 2. Study Island and Read Naturally - these programs allow extra practice for our students who need it. 3. Cross grade level collaboration.	I cannot think of anything at the moment.
mulderk	Mon, 06/14/2010 - 07:42	katrina mulder	WPS	I feel like our team continued to improve on our knowledge of state standards and making sure our math curriculum aligned to the standards. We created an assessment notebook that covers both our report card and the state standards.	I really don't feel like more 'things' need to be added. Teachers are usually asking for time to become better at the things we are currently doing.	Read Well seems to be preparing our primary students as strong readers. Creating a 75 minute math block has given up directed time on math skills.	The only thing that comes to mind is the Sitton spelling the second and third grade teachers adopted a few years back. I still use it for high frequency words, but I also do spelling words for my reading team and homeroom to add extra instruction in spelling.
robisona	Mon, 06/14/2010 - 15:22	Alisha Robison	WPS	I am commenting with the ELL program as my frame of reference. Our ELL students made significant gains on the annual WLPT test. 17 exited the program at WPS and WIS combined. 49 moved to Advanced levels.	I am working on more thorough communication between the ELL program and the classroom teachers. The classroom teachers need to know what skills our program is working on with their students. Progress monitoring language progress, parent involvement in after school homework club, are two other goals that our program is working towards. Progress monitoring is important because it can allow us to tailor our student groups and instruction to meet the language levels the students are currently functioning at. Our Latino parents need to have the opportunity to work with their children on their homework and understand strategies/curriculum that their children are learning. Having them attend the after school homework club would aid in this.	Researching the SAT process, we need to have a more systematic way of meeting the academic needs of students who are falling behind. Continue fostering the School wide instructional plan, this gives us more flexibility in meeting the needs of students. Professional development in the GLAD model, it is great teaching strategies for all kids.	The model for kindergarteners, having students attend school two and a half days a week isn't conducive to maximum learning. Very inconsistent for our ELL kindergarteners. I think that we would see more academic gains if kindergarteners came half day everyday or everyday all day. Having inconsistent staff meetings, I think there should be a staff meeting at the very least twice a month. The horrible unhealthy choices for breakfast, kids need a healthy start to the day. Not loaded with pop tarts and donuts...

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schlenz	Tue, 06/15/2010 - 11:53	Teri Schlenz	WPS	This has been an outstanding year for my class of 2nd/3rd graders! Careful attention to placement of the 2nd graders who were really ready for a challenge allowed for a strong, cohesive class of excellent learners. Many of these students achieved well beyond second grade expectations, in some cases surpassing third graders. It was a unique opportunity & I am happy to have had the experience. Pete Kovalenko and I teamed to provide our classes with another outreach experience. Students studied endangered species, completed research reports, held a brownie sale raising over \$400.00 (an incredible amount considering we all emptied our piggybanks earlier in the year for Haitian earthquake victims), and took a field trip to the Oregon Zoo to present the Director with a check. Students toured the African Savanna exhibit which was supported in part by WPS students' efforts in past years. The field trip was possible because of a grant from Target Corporation. What an experience!	1. An arts program. 2. Reading Specialist working with kids.	1. Grade level collaboration on Monday mornings. This opportunity to work together is so valuable!	
gronsetm	Tue, 06/15/2010 - 12:14	Mary Gronseth	WPS	I had a good academic year. Reading went smoothly. I had two groups of kids that struggled in Read Well and were significantly below grade level. They were sweet kids and tried hard, but just struggled. My class did very well on the end of the year math assessments. I was pleased with the basic skills they came out with. Science is always fun. It's hard to find the time for science and writing as well as a little art here and there, but I do my best.	I would like to see us catch those kids that are not ready to start Read Well in Sept. and offer them another program to get them solid in pre reading skills before we move them through Read Well. I'm sure there are programs out there that would accomplish that for us. I feel we need to find those, train a couple of teacher in them and give some solid instruction in them during the 90 minute reading block. From what I've seen, we don't have anything that is engaging like Read Well is for our kids.	We need to continue to provide the reading support to teachers at the primary level. WE see great reading gains with students when they get 45 minutes of small group instruction. The past couple of years our ELL students have had 45 minutes of reading instruction in the classroom and then they go with our ELL staff and get reinforcement in the vocabulary, etc. of what they are doing in their group. I feel this is a big part of the reason we are exiting so many of our ELL students. It is a great program and I hope we can keep it. Great Job. ELL staff!!!	I would like to see a change in our breakfast and lunch program. I often will have a child bring his/her breakfast to class. To serve children a cinnamon roll or doughnut for breakfast, then expect him/her to concentrate on reading for 90 minutes, is asking a lot of our kids. I know they give them a choice, but they are 5 - 9 year olds. We need to be providing them with some protein and a good solid breakfast. If they are hungry, they will eat what is provided. I think we could also look at our lunch choices. Just because they eat it at home, doesn't mean we need to reinforce that at school.
noyesv	Wed, 06/16/2010 - 07:44	Vickie F. Noyes	WPS	I covered all requirements in all academic areas.	I have no suggestions.	The use of Science Kits from the Science Resource Center. These kits and the support we receive as Science teachers is invaluable.	I am concerned about the amount of money the district is spending for Investigations Math consumable workbooks. We often don't get to all the units and then the books have to be sent to recycling because we can use what is left the next year. Perhaps with the cost copying and then the paper perhaps it is more cost effective to use the workbooks.
olsonk	Wed, 06/16/2010 - 14:00	Kristi Olson	WPS	I was able to work with a student this year that was in the behavioral classroom in second grade. He came in with a full time aide and a list of concerns. He has a successful year in third grade and we were able to transition him away from his aide mid-year.	Healthy breakfast/lunch program - value is obvious.	AR - good to motivate students to read at home Our reading model of a modified walk to read All of the colorful artwork around the building - looks great	Comp time for some. I think that teacher should work set hours even if they are part time. It is tough when classroom teachers need to touch base with these "specialists" and they are not around because they worked "extra" hours the week before.(especially before conferences) We all work EXTRA. This attitude of comp time for some makes others that work hard less valued. I have even heard of them getting comp. time for reading a book at home on their own time. Let's get really good at what we do before we add more.
wymerb	Wed, 06/16/2010 - 14:22	Bill Wymer	WPS	My year was very productive. I didn't want to miss the Christmas program but I feel a lot better now. Looking forward to the 2010 - 2011 school. My third graders are ready for fourth grade P.E.	My program is very stable and I am proud of the variety of games and activities that are presented. The school nurse should be stationed at the primary school, common sense says we have more accidents by noon than the other schools have in weeks. We should bring back award assemblies. A very positive experience for the students.	Keep up the good work with reading.	I don't know??
hilln	Wed, 06/16/2010 - 14:49	Nikole Hill	WPS	Collaboration with other teachers to align math standards with our current curriculum and creating a curriculum map to guide our instruction next year. I also gained professional development and reflection time as a member of the School Improvement Planning Team and School Wide Title I planning team.	Intentional professional development based around best teaching practices with some cognitive coaching. We need to learn and grow and reflect as teachers! More attention to meeting the needs of all of our learners. All children need to be taught and challenged at their level and I feel there is such an emphasis on the struggling student; however, we are doing a disservice to our gifted students by not teaching to their needs as well. Daily kindergarten program! Either every day 1/2 day or full day every day. If we invest in our earliest learners they will have a strong foundation for success. I took the opportunity to voluntarily teach 4 kindergarten students every day from April 1st until the end of the year, and I have data on their progress during that time. Those 4 kindergarten students made strong progress in a short time when they received literacy instruction daily. Our reading program and intervention model is set up for success with a 5 day a week kindergarten model. I would be more than happy to share my data and other research with the board.	WPS created a curriculum map that we called the math notebook, we should keep this going in other content areas as well to examine and align our teaching practices. Using the state standards as our guide and our curriculum programs as resources and tools to teach the standards, like we began doing in math this year. This helps teachers "own" the craft of teaching and utilize strong teaching practices, not just open a teacher book and read from it. Use assessment and data to drive our teaching and make instructional decisions. Continue with the GLAD training that many teachers received at WPS. There was a wealth of knowledge shared at that training that should be utilized and shared.	Formulated writing program, when I read the writing of 1st-3rd grade students you can tell it is from a formulated writing program. We need to create writers who feel they have a voice to be heard and a message to share. Writing is a craft and teachers need to learn how to model this and teach the craft of writing. This can easily be integrated into the current writing curriculum if we use the standards as our guide. Rigid structures for ALL students. Example: partner reading at WPS in 3rd grade. If this is not appropriate for ALL students, should they ALL be participating in partner reading? If a student is reading at the 6th grade level in 3rd grade, is it beneficial for them to be reading with a partner for 20-30 minutes a day, when they could be reading independently? This is just an example; however, some of these structures need to be examined for individual needs of students instead of "This is the way we do it for all students". Stop the pull out model for ELL students. ELL students should receive language support from the ELL instructor in their home classroom based around the content in the classroom. The pull out model is outdated and inclusive teaching is a current best practice supported by research.

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pitgars	Wed, 06/16/2010 - 15:00	Susan Pitt-Garland	WPS	One of the best in the past 37!!!! Great kids....great families....great parent helpers. As always, I find myself reflecting on how education has changed since the 70's and often wonder how and when we will find the answers to academic questions that continue to challenge our skills as educators. I long for the days when kids were once able to spend time engaging in activities that are not only relevant but fun. I so dislike this feeling of "hurry, hurry, hurry....we have more, more, more to get done today." I know it is a sign of the times and must be done but I often struggle with the idea that this style of teaching is not what's always best for the development of early learners. That said, I do my job.....ALL OF IT....and will continue to accept changes as they come, even when my philosophy for learning is challenged.	More GLAD trainingmirrors what I believe to be a very engaging style of teaching that engages ALL LEARNERS. DIFFERENT CHOICES FOR AT RISK READERS THAT CURRENT INTERVENTIONS and/or READWELL DO NOT SUCCESSFULLY ADDRESS. Not all of our students find success with Road to the Code or by doing Read Well over and over and over again!!!!!! We need some new ideas and possibly our new Director of Learning might be able to address. Glad to see whole wheat buns coming into our lunch room. Continue to hope the sweet choices for breakfast will disappear completely. Wish Jamie Oliver would have come to our school to evaluate the health and nutrition of our menu!!!!!! When watching his program the first evening I had to totally laugh after he made a comment about the school lunches he saw as it was an echo of me.....IT'S ALL THE SAME COLOR!!!!!!!	I must apologize for this response but this question is so redundant and I honestly cannot think of anything different, that I haven't written in the past. Please refer to last year and previous years as I am straining my brain to think of something new/different when there isn't anything different coming to mind. WE DO EVERYTHING WELL AND I AM VERY PROUD OF ALL THE ACCOMPLISHMENTS WOODLAND PRIMARY EXHIBITS EACH AND EVERY YEAR!! Field Day is always a must but I had many comments this year from parent helpers that they were disappointed in the amount of activities to choose from. Kids were getting bored. They felt, there needed to be more for kids to do. I would like to see a Field Day committee established...many parents are interested and ready to take on the task. PTSA is no longer a resource but these parents seemed eager to step up.	Once again.....same old stuff. I have written year after year after year how frustrated I am regarding the way we utilize our reading coach and have been hopeful that eventually things might change/improve. Guess not. I continue to find it interesting that teaching friends from other districts...surrounding and further north....have their reading coaches working with students on a daily/consistent basis. Considering the budget cuts we have/will continue to experience, it just feels wasteful of awesome teaching talent and a LOSS for kids. I would also like to see our coach here every day....even if just 1/2 time, as she would be able to affect learning with early learners (knkg. and first). I believe this is called early intervention and we could be doing a better job of that given this resource were scheduled in a different manner. It feels like the schedule is NOT what works best for the students but the instructor. I know our district is utilizing parent/teacher surveys much more regularly and I think this topic would be beneficial in helping us to tweak services for student learning.
austins	Wed, 06/16/2010 - 15:35	Sandy Austin	WPS	We have learned how to write 8 sentence paragraphs, borrow, carry and multiply. My reading group began in Read Well and finished the first book of Imagine It. We finished all 3 science kits. We enjoyed our trips to OMSI and the Woodland Fire Station. I personally gained a lot from the GLAD training I was fortunate enough to be included in. Thank you for letting me spend another year with the children of Woodland.	#NAME?	#NAME?	none that I know of
franklin	Fri, 06/18/2010 - 10:02	Mary Franklin	WPS	This year was busy as usual, with the Preschool. We ended the school year with 13 students, which included 4 children of district employees. The addition of these 4 students was great! I have had "typical" students in my class in years past, and they always are a huge help in showing the students with delays, what they're supposed to be doing. Long ago research indicated that children with delays learn most from their peers without delays. It was amazing watching kids look at each other and go, "oh, hey... that's what I'm supposed to be doing!" We will continue to have district employee kids (DEK's??)with us next year, too. My mornings were filled with working with a Kindergarten student with Autism (highly impacted). This was quite a challenge, even though, he had been a student of mine as a Preschooler. Moving into a new environment(s), more children, new teacher, higher expectations, etc., added a whole new dimension to both of our educations! And we both learned a lot!! While having been on the ESD Autism Cadre years ago, putting to use what one learned, takes on new perspectives. Another facet of my mornings was working with 2 groups of Kindergartners on Fine Motor skills. This was done during the time that the other student was in his therapies. The students were given pretests and post-tests, and, while gains were mixed, all seemed to show improvement. I ended my year early... due to some health issues. I visited the Preschoolers a few times before the end of the school year. The Sub, Teri Ritter, had things well in hand, and the children seemed happy and content.	1. We have been using the Creative Curriculum as the base for programming in the preschool. This next year we will be using an online assessment tool developed by the company. The Creative Curriculum book suggests lots of room is needed to implement the various activities (centers)needed. What I need added... more room. I would love to move my office area into the empty room next door in the portable I am in. It's not much more room, but I'll take what I could get! 2. More typical kids in the program. I would love to see us go back to 2 sessions of preschool and add more typical kids. When we split the Early Intervention Preschool into 2 sessions - one for younger and the other for the older kids, we seemed to accomplish so much more. The younger kids require a different learning/teaching style (more informal)than the older kiddos. The older children are able to sit and do many more group activities, longer "circle times", higher level activities, etc. When they are all thrown together, things are more difficult to meet individual needs. While the Sped. numbers are down from years ago, the addition of more typical kids would make the class sizes more appropriate. Don't know the logistics of cost... but I know there are kids out there! Might even make sense to screen kids coming into K, the next year and have some with lower skills attend on their off days???? 3. Of course, if we do #2, we would really need more of #1!!	1. Typical kids in the Preschool. 2. CAST 3. Staff development opportunities.	I don't have anything for this category.
chamberl	Fri, 06/18/2010 - 11:21	Louise Chambers	WPS	100% parent conferences in October and March OMSI It was a good and busy year as always. I feel that there is favoritism to some teachers in our building. Are we doing what is best for students with some of the teacher schedules? Teachers need to have more input on Play day and move up day.	I know with money tight that it is hard to have more assemblies, but we used to have Clark Collage come and do a play and it didn't cost much. I feel that assemblies are important for the students in that they learn how to respond and act in groups and some of our students don't get to go anywhere, so this exposes them to other opportunities.	2nd grade walk to read- I feel it is successful for the students.	The math curriculum of Investigations. End of the year reports- other districts don't do this.

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longc	Fri, 06/18/2010 - 13:55	Cyndie Long	WPS	I had an amazing school year. I had a wonderful group of students who really made a lot of progress during the year. This was the most unique, quirky, needy group of students I've ever had but also one of the most empathetic groups as well. I ended up having to use two sheets of construction paper (lengthwise) on my board to list all the times my students went out of the room for special services each day (ie, special ed, ELL, OT, etc). That list changed quite a few times during the year which helped to remind me how important flexibility is in this job. Mark told me at the beginning of the year to take it as a compliment that everyone felt I was a good placement for all those special needs kids, so that was the way I approached the year! I had a wonderful student teacher this year who made our class an even warmer environment. With two of us in here most of the year, we were really able to adjust and support such a diverse group. I'm not sure what kind of year I would actually have had without her. LOL!!!! At the end of the year I had only 6 students who weren't at benchmark for reading. Of those sis, three were on IEP's for reading and one other was ELL.	I really can't think of anything.	1. Walk to Read- I taught for 13 years in CA before moving to Woodland School District. I believe leveling children for reading is the strongest part of our academic program in the lower primary grades. I've seen amazing growth through this approach. 2. Science kits- I love the science kits we have. I believe having such a strong science program empowers our children and gives them a great start to their scientific learning. 3. Hands-on Math Curriculum- I really feel that the hands-on approach to math has given our children a strong base to build their mathematical thinking upon. It's been important for us to supplement the program to cover all standards, but I think we've done a very good job of that in second grade.	I really can't think of anything.
macpherd	Sun, 06/20/2010 - 12:50	Deana MacPherson	WPS	Highlights: Open House Christmas program trip to OMSI Activity Day Move-Up time on last day	Halloween Parade back.... It's good P.R. - parents love it - it's fun more assemblies (from outside the school district) for kids.... plays, music, entertainment These are great experiences for the students - perhaps things they wouldn't ordinarily get to see. Colleges do plays, etc. from their drama classes, so it shouldn't cost too much. Math interventions for struggling math students....	Walk-to-read (benefits struggling readers and high readers) Monday morning grade-level collaboration Beaver Kit awards - only do them once a week. The kids would be happy with just a pencil... they just want to hear their name announced. :-)	I don't know what to say about Investigations Math - but we need more supplements....
byrnej	Mon, 06/21/2010 - 15:17	Judith Byrne	WPS	Our third grade and HS buddies helped with reading practice. Parent Appreciation Tea was attended by 75% of our classroom parents, as well as many other relatives. It gave the kindergartners an opportunity to demonstrate some of the things we had learned this year and read books from their leveled book bags.	I would like to see an adjusted schedule for kindergartners at the beginning of the year. We tried this one year and received only positive comments from parents. Our kindergartners not only have to worry about leaving home, for perhaps the first time, and meeting new classmates and teachers, but also about lunch and the bus. This makes the beginning of school more traumatic than it needs to be. There are many models from many districts that have gradual schedules for their kindergartners.	Kindergarten teachers were not required to do bus duty at the beginning of the year this year. Thank you, Mark! That allows us to take the time needed to be sure that all of our students get on the correct bus and gives the kindergartners time to gain confidence and become accustomed to their buses.	We do not have the luxury of having teachers in the building who do not work with children. When we began "Walk to Read", it was explained to us that in its design every adult in the building participates. In this way, many groups are available, making it possible for each child to be in a group at the appropriate learning level. With budget cutbacks this year, losing a reading IA, we were unable to provide enough groups at appropriate levels to meet the needs of all children. At this point, we need teachers working with students rather than providing staff development.
sandersm	Mon, 06/21/2010 - 16:15	Melissa Sanders	WPS	WPS Penny drive. Staff and student donations totaled more than \$4,000 and we delivered the check to Mercy Corps with six third graders. I worked with a student teacher for the full year from WSU Vancouver Masters program.	1) I think that our school district needs to place a higher priority on serving healthy lunches. Cheesy nachos or corn dog are not reasonable choices. I think one healthy choice is reasonable. I understand that I am not aware of the federal guidelines involved in creating a menu, but I shudder to see churros, potato chips, and other nutritionally vacant, but high calorie foods that fill the plates just to keep the meal calorie count high enough. We serve donuts, sugar cereal, and white bagels with cream cheese for breakfast. As far as I can see, this is not providing a service to our students, and it does not uphold the mission of the school lunch program. Salad bar looks great, but we have a long way to go. 2) I think that it would do a great service to students if more of our staff worked directly with students, regardless of their job title. If someone is paid on the teacher salary scale, and is a certified teacher, part of that person's job should be to work with small groups of children in some capacity. Taxpayers spend a lot of money to pay these people, and they need to be working with our students. 3) I'd love to see our PE classes focus on both fitness and health. Overall wellness should be taught in school, and I worry that our students are not learning about healthy eating, cardiovascular fitness (developmentally appropriate, of course), etc. Otherwise, we might need to be teaching nutrition/health in the classroom, but it seems that PE classes would be the most obvious place for such learning to occur. 4) I'm very interested in a school garden and in working in conjunction with high school horticulture and landscape design classes as well as with our community farmers to make this happen.	1) I really appreciate the Monday mornings that are designated for work with my team, where we can choose which area to focus on. I frequently feel that we are given task after task, without being able to finish one thing, or do one thing well. We are a mile wide, and an inch deep. 2) I love Beaver Kit awards and jelly bean awards, and I think we need to not only continue this, but renew a focused effort to reinforce the positive behaviors we see in our kids. 3) Walk to Read with IA's. I think it is fantastic.	1) I think that offering comp time to some employees, but not others, is a practice that should immediately stop. It sends the wrong message in countless ways. Full time teachers work countless extra hours, and do it willingly for love of the profession. When we see part time employees, or employees who apparently have a greater "status" being able to take days off near holidays (with the rationale that they already worked those days), it makes us feel that we are not valued, or that some are valued at a higher level than others. Since you cannot increase our pay to reward us for good work, at least honor us by being fair. 2) I am very appreciative of our focused efforts to offer interventions to the kids who are not progressing. However, I am discouraged to see that we are pulling these kids from PE, music, and library for their interventions. We must find a better way of scheduling them so that we can help them without squelching their love of school or taking away the one area where they feel successful.

Submitted by	Date	Your Name	Work Location (Check all that apply)	Summary of Academic Year	List three things you would like to see added to our current program. Explain their value.	List three things we are currently doing that we should continue. Explain their value.	List three things we are currently doing that we should discontinue. Explain why.
edwardsa	Mon, 06/21/2010 - 16:20	Andrea Edwards	WPS	Completed the following curriculum: All 1st grade science kits, all Investigations math, 2nd step, Write-Well, Step up to Writing, Read Well-as far as my reading students could get GLAD training & some implementation Literacy units, holiday/seasonal units, whale & sea life unit	1-More appropriate and a variety of intervention for struggling readers-beginning in Kinder. Intervention needs to happen sooner to take advantage of optimal developmental opportunities & brain growth 2-A different focus for Play Day. Come up with a different way to do a fun day-Fair theme would be fun; more activities, involve community organizations/businesses. 3-Full-time counselor & nurse at each building. The complexity & severity of psycho/social/health issues continue to increase at alarming rates each year.	1-Allow cert staff the opportunity to receive 9 additional days of paid work. It is some compensation for the endless additional hours teachers work. 2-Having the IA's do the DIBELS assessments 3 times a year and allowing us to not have Reading groups those 3 weeks. It gives us a chance to do engaging literacy activities with our own classroom students. They, and I, have loved it this year. 3-Letting 1st grade use field trip money to pay a marine biologist to come to our school for 3 days to share his expertise. It was an incredible opportunity for the students and families to learn from him.	1-What is served for Breakfast & lunch-Eliminate ALL refined sugar, hydrogenated fats, high fat content food we are serving kids. It is extremely bad for their brains/bodies, behavior and ability to focus and learn. Add PROTEIN & whole grains/complex carbs, fresh fruit 2-Have the AD position be a CLASSIFIED position-does it take a college graduate/certificated teacher to organize sports? All cert teachers should be working directly with students. 3-Have the reading specialists working directly with students every day. The more positions cut due to diminishing budgets puts more burden on the classroom teachers-all highly trained/skilled staff should be working with students and available to assist teachers-not the other way around.
blockk	Mon, 06/21/2010 - 15:11	Karena Block	WPS;WIS	Improved communication with general education staff and administration especially at WIS, on site classroom for CBLP students to receive services was wonderful went back to Microsoft software (although I appreciated the effort to safe money :) great tech department! teachers are making good efforts with their interventions with students	add to the procedures for lock downs-so that if administration is gone anyone could carry out the system re-institute a procedure for WPS, WMS and WHS to get to higher ground in case of a flood - to stay safe	It is nice to see Administration in the buildings accessible and able to then see what is going on continue with the communication e-mails from administration Monday morning meetings are great for further staff communication	pop machines in building - high fructose corn syrup is a leading cause of diabetes in America today :) Can't really think of anything that should be stopped.....maybe close Yale, but there must be a reason I don't know of that explains that choice.
deffenbm	Fri, 05/21/2010 - 10:10	MARGARET DEFFENBAUGH	WPS;Yale	Yale students worked through research projects, power point presentations, readers theater and literature appreciation units. I enjoyed my time at Yale. Woodland Primary students practiced computer and other research skills, readers theater, writing poetry, library skills and more this year. We will hold our 3rd AR party in 3 weeks. Most of our 2nd and 3rd graders have been able to participate. 1 kindergartner and several 1st graders were also involved. We purchase the prizes from money we earn from our book fair that is held in the fall.	I would like to be able to use computers with students to make finished projects. More student programs on the computers for independent practice. I would like to open the library up when no classes are scheduled for teachers to do research that supports their curriculum.	Teaching library skills, encouraging student to read independently with the AR program and teacher support should continue.	I have trouble keeping 2 high school students busy at the desk. I would like only 1 high school aide at a time.
vogell	Wed, 06/16/2010 - 10:54	Lorie Vogel	WPS;Yale	Positive! I believe Woodland School District as a whole has done a good job being sensitive to our community's economic woes by supporting students and families. Our staff has offered numerous avenues of support, from weekly food bags to activities for little to no cost. Our community newsletters are a positive and informative way to stay in touch.	#1 I think it is a good time to go back to staff "ASB" cards. Years ago we had them and I think either charging EVERYONE to come into a game or having staff pay for an ASB type card is reasonable. Our students' parents that aren't staff pay to come in and pay to play. It's become an attitude of entitlement with many of our staff and I know if our other parents all knew that staff and very often their tag along children weren't paying their way into our events, they would not be happy. We should all (staff) be very grateful there were no staff cuts this year and that we have good jobs. I think with the changing of the athletic director we should institute this policy. #2-I would like to see us have a welcome back and end of the year gathering for all employees. It doesn't have to involve a meal, so the kitchen staff can come too. We could share funny stories, triumphs and good things, as well as get to know each other. #3-Try to involve more community organizations into our activities here at school. The more activity and exposure our school has in the community and community into the schools, the stronger we will all be.	CAST-great chance for support to our teachers and discuss our students one on one and as a whole group at WPS. Family movie nights-great activity! A very good turnout from parents bringing students to outside of school activities. Positive way for staff to meet up with parents. Activity days-lots of parents at school! I would like to see teams of certified teachers create/plan a booth and stay out there to interact with everyone. The parent volunteers should be enjoying the time with their student as they cruise the activities, not teachers in their rooms working or visiting with a few adults. Maybe involve/invite our business community for exposure- like a bike safety rodeo or fingerprinting.	I cannot think of anything we do that is not necessary or a good thing. I guess that is good in itself.
lindsays	Mon, 05/24/2010 - 09:48	Shae Lindsay	Yale	This academic year has been very rewarding for me. My students came in at a low level and have made huge gains. I was lucky to have a small group of only 8 students, which allowed me to know my students better than I have known any other group of learners. All of my students will complete or be close to completing the Read Well units by the end of the year and they have excelled beyond the state expectations in some areas of math.	I would like to see some intervention opportunities for kindergarten in the area of math. I know that older kids use Study Island on the computers, but there are not many resources for the kindergarten students who are struggling. I would also like some sort of social studies curriculum for kindergarten. When working at WPS, we were able to take walking field trips that gave students the chance to see different parts of a community but at Yale we don't have the same opportunities. Finally, I would like to see something done about attendance. I know that this is difficult to fix, as it is the responsibility of the families to get the children to school, but I feel that this is one factor that is holding this school back. I would like to see more emphasis and focus placed on fixing this issue, especially at Yale.	I think that allowing Mo Anderson to be a part of our school at Yale has had a positive impact on teaching and learning. She has helped everyone see the big picture and given us ideas on how we can work as a school to improve reading across the grade levels. I also appreciate the time we were given to meet as a building. Our school is so small that every person in the building plays a major role in teaching and learning. Decisions get made and problems get solved much more efficiently when the entire building is involved.	Nothing comes to mind in this area.
yorkk	Tue, 06/15/2010 - 10:02	Kimberly York	Yale	I began my year at a new grade level. I taught 1st, 2nd & 3rd grade. Changing grade levels was an interesting challenge. I have enjoyed the challenge of working with younger children.	As I reflect on the curriculum there are many strong pieces currently in place. I think that adding Study Island for reading would be helpful.	1. Continue to develop aligning the math standards and our curriculum. We should continue to fill the gaps that Investigations misses. 2. Develop a more structured expectation for writing using the Step-up to Writing Curriculum. This would establish more consistency in the district. 3. Monday mornings should be more building/teacher directed. Teachers know what they need to work on with their team. Meet once a month as a building while the other days we work at our buildings or at grade-level teams.	Nothing comes to mind at the moment.